

Longburn Primary School

THE SEA & SKY



To provide a relevant, inquiry-based cross-curricular learning opportunity that sees our students develop deep contextual knowledge, skills and understandings through authentic contexts.



The Sea and Sky
impact each
other

We need to
respect the
power of the sea
and sky



The Sea and Sky
can inform us

We need to be
able to identify
risks and their
causes and use
safe practices to
manage these

TERM ONE
2009

THE GREAT NZ BEACH

ACHIEVEMENT OBJECTIVES

(Highlight those relevant – add extras that you find apply)

Science

Nature of Science: Understanding About Science

- Appreciate that scientists ask questions about our world that lead to investigations and that open-mindedness is important because there may be more than one explanation. *(Levels One-Four)*

Nature of Science: Investigating in Science

- Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models. *(Levels One-Four)*

Nature of Science: Participating and Contributing

- Explore and act on issues and questions that link their science learning to their daily living. *(Levels One-Four)*

Physical World – Physical Inquiry & Physics Concepts

- Explore everyday examples of physical phenomena, such as movement, forces, light and waves; Seek and describe simple patterns in physical phenomena. *(Levels One-Two)*
- Explore, describe, and represent patterns and trends for everyday examples of physical phenomena, such as movement, forces, light and waves. *(Levels Three-Four)*

Health and Physical Education

Personal Health & Physical Development: Safety Management

- Describe and use safe practices in a range of contexts and identify people who can help. *(Level One)*
- Identify risk and use safe practices in a range of contexts. *(Level Two)*
- Identify risks and their causes and describe safe practices to manage these. *(Level Three)*
- Access and use information to make and action safe choices in a range of contexts. *(Level Four)*

Social Sciences

Social Studies

- Understand how places in New Zealand are significant for individuals and groups. *(Level One)*
- Understand how people influence places and places influence people. *(Level Two)*
- Understand how people view and use places differently. *(Level Three)*
- Understand how exploration and innovation create opportunities and challenges for people, places, and environments. *(Level Four)*

WALT... UNDERSTAND THE SEA AND SKY

LEARNING INTENTIONS — *(Relate to deeper understandings):*

- To describe, explain and communicate how the moon and earth interact to create tidal forces & changing tides.
- To identify, explain and compare how the weather can affect the sea's tides and waves and how these can change quickly.
- To explain how and use the moon, sun and stars to navigate
- To read weather maps and marine forecasts to help us predict safety at sea.
- To identify risks in the sea, explain what can cause these and describe & use safe practices to manage these.
- To plan and create an animation movie to inform an audience about how the sea & sky interact and how to be safe in the sea – (success criteria will be displayed on the wall).

SUCCESS CRITERIA...

LEARNING INTENTION 1: To describe, explain and communicate how the moon and earth interact to create tidal forces & changing tides.

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LEARNING INTENTION 2: To identify, explain and compare how the weather can affect the sea's tides and waves and how these can change quickly.

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LEARNING INTENTION 3: To explain how to, and use the moon, sun and stars to navigate

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LEARNING INTENTION 4: To read weather maps and marine forecasts to help us predict safety at sea.

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LEARNING INTENTION 5: To identify risks in the sea, explain what can cause these and describe & use safe practices to manage these.

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KEY COMPETENCIES:

Thinking: *Deeper thinking should be embedded in all rich learning – how will be children developing their thinking (tools) in this unit*

Key learning involved:

- Working through Bloom's taxonomy thinking levels to enhance deeper understanding for different key concepts of learning
- Seeking their own knowledge about the sea & sky and using their understandings to create an animation

Managing Self: *One side of inter/intra-personal coin – how will children be learning to manage themselves in this unit?*

Key learning involved:

- Planning and managing creating animations
- Setting success criteria for animations (rich task) as a means of goal setting
- Take on a specific role (leader/worker)
- Work independently – gathering information, using ICT, creating animations, making decisions
- Maintain a learning journal
- Assess their rich tasks against the success criteria

Relating to Others: *The other side of the inter/intra-personal coin – how will children be learning to relate to others in this unit?*

Key learning involved:

- Working in tuakana/teina relationships – buddy-teams to create animations: involves listening & cooperating, taking on different roles, share and come up with new ideas together, plan and manage their animation together

Using language, symbols & texts: *Communication is the key to knowledge and understanding – how will children be learning new ways to use language, symbols & text?*

Key learning involved:

- developing technical vocabulary about waves, tides, navigation & meteorology
- creating a movie animation to display unit's learning (rich task): involves use of technical vocabulary and use of images & symbols & oral & written text
- use of ICT to access information and to present and communicate information to others

Participating & Contributing: *Learning in all key competencies should culminate in participating & contributing – in what ways will children be learning to participate and contribute in that draws on all the other key competencies?*

Key Learning involved:

- working with buddies to create an animation
- exploring water safety and how to identify and manage risks
- creating animations to inform the community about our sea and sky, focusing on safety.

ASSESSMENT TOOLS:

Rich Task – Assessment Piece:

Create an animation that identifies risks to our safety in the water and informs the audience about how the moon and earth interact to create waves, tides, tidal forces and how weather patterns affect these.

THE SEA & SKY:

RICH LEARNING CLEAR-MAP – TERM ONE, 2009



